



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

2098 S. 3rd Ave., Yuma, AZ 85364

The Charter Foundation, Inc. dba AmeriSchools

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2004-05 Performing
2003-04 Performing
2002-03 Small School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Dea Bermudez
Schedule : 07:30 AM to 04:00 PM
Grades : K-8
2005 Enrollment : 211
Web Address : amerischools.org
Phone Number : (928) 329-1100
Fax Number : (928) 329-9177
E-mail : deabermudez@amerischools.org

Mission

AmeriSchools Academy is dedicated to academic excellence through individualized instruction of a core curriculum supported by enrichment and acceleration. Students are placed according to academic ability. Creativity is valued and encouraged with all standards being taught through an integrated, multi-age curriculum. Community and parents are encouraged to become an integral part of the academic family which fosters our students' success.

No Child Left Behind

Adequate Yearly Progress (b)

2004-05 Met
2003-04 Met
2002-03 Met

School Improvement Status (b)

2004-05 N/A
2003-04 N/A
2002-03 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü AmeriSchools will maintain a high student attendance rate. Regular and prompt attendance is promoted, monitored and reinforced. Students must maintain a 90% attendance rate throughout the year.
- ü AmeriSchools will maintain high academic standards. Curriculum and instruction are fully aligned with the Arizona State Standards. Assessment of student performance is ongoing and reported to parents on a continual basis.
- ü AmeriSchools will maintain a safe, healthy environment to encourage and promote quality character development in all students. Responsibility, respect, and citizenship are emphasized throughout the school.
- ü AmeriSchools will develop and maintain partnerships throughout the community. Skills learned in school will be demonstrated and enhanced in the community as learning laboratories.

Enrollment

October 1, 2004 School Year Student Enrollment : 210
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2004-05 : 210

Instructional Programs

- Ü Individualized Instruction
- Ü Gifted Classes
- Ü Full-day Kindergarten
- Ü Continuous Skills Progression
- Ü Small Group Instruction
- Ü Inclusion Special Education
- Ü Community Partnerships
- Ü Learning Laboratories

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 15 minutes
First Day of School :	8/8/2005
Last Day of School :	5/26/2006

Shared Responsibilities

School

AmeriSchools Academy is responsible for maintaining high academic standards. AmeriSchools will provide communication to parents regarding their student's progress towards meeting academic standards and achievements. Information is shared through brochures, newsletters, telephone calls, and parent conferences. Activities are scheduled throughout the year to invite and encourage parent participation in their students' academic progress.

Parents

Parents will provide the school with accurate student data and ensure prompt, regular attendance in approved uniform attire. They will promote high academic expectations by adhering to the school's behavior codes, homework policy, and conference schedules. They are responsible for communicating and conferencing with teachers/administrators. Parents are to reinforce the importance of education to their child/children.

Transportation Policy

Parents are responsible for transporting students to and from school. AmeriSchools Academy provides transportation for community exploration trips.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü NIE Teacher of the Year 1st Runner Up	2005
Ü Pennies for Patience Recognition	2005
Ü Odyssey of the Mind World's Finals 2003 and 2004	2004
Ü Yuma County Teacher of the Year	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	75	79306	97	99	99	452	442	445	19	9	10	0	21	18	65	58	51	15	12	20
All Students (Prior Year)	NC	58	75509	NC	91	100	NC	482	521	NC	29	13	NC	40	23	NC	22	33	NC	9	31
Female	15	33	38691	100	97	99	459	439	446	15	7	10	0	27	18	69	57	52	15	10	20
Male	14	42	40583	93	100	99	446	445	445	23	11	11	0	16	18	62	59	50	15	14	21
African American	NC	11	4041	NC	100	99	NC	412	426	NC	11	17	NC	44	23	NC	44	50	NC	0	10
Hispanic	16	32	32869	100	97	99	433	434	429	29	14	15	0	21	25	64	59	51	7	7	10
Asian/Pacific Islander	NC	NC	1935	NC	NC	99	NC	NC	474	NC	NC	3	NC	NC	9	NC	NC	48	NC	NC	40
American Indian/Alaskan Native	--	NC	4264	--	NC	100	--	NC	419	--	NC	19	--	NC	30	--	NC	45	--	NC	6
White	NC	28	36197	NC	97	99	NC	463	463	NC	0	5	NC	12	11	NC	68	53	NC	20	31
Students with Disabilities	--	NC	10321	--	NC	100	--	NC	389	--	NC	30	--	NC	27	--	NC	34	--	NC	9
Students without Disabilities	29	73	69060	100	97	98	452	442	454	19	9	7	0	21	17	65	58	54	15	12	22
Limited English Proficient Students	--	--	15509	--	--	100	--	--	406	--	--	20	--	--	30	--	--	45	--	--	5
Migrant Students	--	--	118	--	--	NA	--	--	419	--	--	25	--	--	21	--	--	50	--	--	3
Economically Disadvantaged	13	34	39415	100	92	96	459	432	431	20	10	15	0	30	25	50	50	50	30	10	10
Non-Economically Disadvantaged	16	41	39966	94	100	100	448	451	459	19	8	6	0	14	12	75	65	52	6	14	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	75	79395	97	0	99	448	449	446	12	7	9	19	24	25	65	63	55	4	6	11
All Students (Prior Year)	NC	60	75492	NC	94	100	NC	497	519	NC	20	12	NC	28	16	NC	42	47	NC	10	24
Female	15	33	38743	100	0	100	456	453	451	0	3	7	31	27	24	62	63	57	8	7	12
Male	14	42	40618	93	0	99	440	446	440	23	11	11	8	22	27	69	62	53	0	5	9
African American	NC	11	4052	NC	0	100	NC	436	434	NC	11	11	NC	33	29	NC	56	54	NC	0	6
Hispanic	16	32	32915	100	0	99	430	436	426	14	10	15	29	28	35	57	62	47	0	0	4
Asian/Pacific Islander	NC	NC	1936	NC	NC	99	NC	NC	468	NC	NC	3	NC	NC	14	NC	NC	63	NC	NC	19
American Indian/Alaskan Native	--	NC	4271	--	NC	100	--	NC	420	--	NC	15	--	NC	42	--	NC	41	--	NC	2
White	NC	28	36221	NC	0	99	NC	471	465	NC	0	4	NC	20	15	NC	64	63	NC	16	17
Students with Disabilities	--	NC	10331	--	NC	100	--	NC	388	--	NC	25	--	NC	37	--	NC	34	--	NC	4
Students without Disabilities	29	73	69139	100	0	99	448	450	454	12	8	7	19	23	24	65	64	58	4	6	11
Limited English Proficient Students	--	--	15545	--	--	100	--	--	399	--	--	21	--	--	42	--	--	35	--	--	1
Migrant Students	--	--	120	--	--	NA	--	--	414	--	--	20	--	--	45	--	--	35	--	--	0
Economically Disadvantaged	13	34	39484	100	0	96	448	439	429	10	10	14	30	33	35	50	50	47	10	7	4
Non-Economically Disadvantaged	16	41	39986	94	0	100	448	457	461	13	5	4	13	16	16	75	73	63	0	5	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	29	75	78869	97	99	99	461	460	442	4	3	6	19	12	21	73	78	63	4	7	10
All Students (Prior Year)	NC	61	75053	NC	95	99	NC	556	597	NC	11	7	NC	13	12	NC	72	72	NC	3	9
Female	15	33	38536	100	97	99	470	474	458	8	3	4	8	3	15	77	80	67	8	13	14
Male	14	42	40302	93	100	99	451	449	428	0	3	8	31	19	26	69	76	60	0	3	7
African American	NC	11	4015	NC	100	99	NC	466	430	NC	0	8	NC	11	24	NC	67	61	NC	22	7
Hispanic	16	32	32606	100	97	98	440	448	426	7	3	8	29	14	27	64	83	60	0	0	5
Asian/Pacific Islander	NC	NC	1925	NC	NC	99	NC	NC	471	NC	NC	3	NC	NC	11	NC	NC	64	NC	NC	22
American Indian/Alaskan Native	--	NC	4245	--	NC	100	--	NC	423	--	NC	9	--	NC	26	--	NC	61	--	NC	4
White	NC	28	36078	NC	97	99	NC	474	459	NC	4	4	NC	8	16	NC	76	66	NC	12	14
Students with Disabilities	--	NC	10246	--	NC	100	--	NC	367	--	NC	18	--	NC	39	--	NC	40	--	NC	4
Students without Disabilities	29	73	68697	100	97	98	461	461	454	4	3	4	19	12	18	73	77	67	4	8	11
Limited English Proficient Students	--	--	15339	--	--	100	--	--	399	--	--	11	--	--	31	--	--	54	--	--	3
Migrant Students	--	--	119	--	--	NA	--	--	402	--	--	16	--	--	30	--	--	53	--	--	1
Economically Disadvantaged	13	34	39106	100	92	95	450	453	427	10	3	8	20	13	28	60	73	59	10	10	5
Non-Economically Disadvantaged	16	41	39837	94	100	100	468	466	457	0	3	4	19	11	14	81	81	67	0	5	15

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	55	78906	100	100	99	510	489	498	0	10	13	35	40	19	41	40	48	24	10	20
All Students (Prior Year)	15	59	76019	94	100	100	503	469	499	7	31	14	27	41	39	27	10	14	40	17	33
Female	NC	22	38644	NC	100	99	NC	490	500	NC	11	12	NC	28	19	NC	56	49	NC	6	19
Male	14	33	40236	100	97	99	502	487	497	0	10	15	42	47	19	33	30	46	25	13	20
African American	NC	10	4087	NC	100	99	NC	476	481	NC	14	20	NC	57	24	NC	14	45	NC	14	11
Hispanic	NC	22	31938	NC	100	99	NC	481	481	NC	10	19	NC	55	25	NC	30	46	NC	5	10
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	536	NC	NC	5	NC	NC	8	NC	NC	45	NC	NC	42
American Indian/Alaskan Native	NC	NC	4593	NC	NC	100	NC	NC	467	NC	NC	26	NC	NC	29	NC	NC	39	NC	NC	6
White	NC	18	36483	NC	100	99	NC	505	517	NC	6	7	NC	25	13	NC	50	51	NC	19	30
Students with Disabilities	NC	NC	10664	NC	NC	100	NC	NC	430	NC	NC	42	NC	NC	27	NC	NC	26	NC	NC	5
Students without Disabilities	16	46	68310	94	98	98	504	487	509	0	10	9	46	44	18	38	38	51	15	8	22
Limited English Proficient Students	--	--	12573	--	--	100	--	--	454	--	--	27	--	--	30	--	--	38	--	--	5
Migrant Students	--	--	125	--	--	NA	--	--	476	--	--	18	--	--	35	--	--	42	--	--	5
Economically Disadvantaged	NC	26	38679	NC	100	96	NC	488	483	NC	13	20	NC	39	25	NC	35	45	NC	13	10
Non-Economically Disadvantaged	13	29	40295	100	100	100	509	489	513	0	8	7	36	40	13	45	44	50	18	8	30

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	55	78908	100	0	99	486	476	484	0	8	10	41	33	23	59	56	58	0	2	9
All Students (Prior Year)	15	59	76020	94	100	100	496	491	503	20	40	25	40	23	23	33	32	40	7	5	12
Female	NC	22	38648	NC	0	99	NC	482	489	NC	11	8	NC	11	22	NC	78	61	NC	0	10
Male	14	33	40233	100	0	99	476	473	479	0	7	12	50	47	25	50	43	55	0	3	8
African American	NC	10	4092	NC	0	99	NC	466	473	NC	14	12	NC	43	28	NC	43	54	NC	0	5
Hispanic	NC	22	31940	NC	0	99	NC	476	465	NC	5	16	NC	45	32	NC	50	49	NC	0	3
Asian/Pacific Islander	NC	NC	1805	NC	NC	98	NC	NC	507	NC	NC	4	NC	NC	13	NC	NC	65	NC	NC	18
American Indian/Alaskan Native	NC	NC	4569	NC	NC	100	NC	NC	457	NC	NC	18	NC	NC	39	NC	NC	41	NC	NC	2
White	NC	18	36502	NC	0	99	NC	480	502	NC	6	4	NC	19	14	NC	69	67	NC	6	15
Students with Disabilities	NC	NC	10665	NC	NC	100	NC	NC	423	NC	NC	30	NC	NC	36	NC	NC	31	NC	NC	2
Students without Disabilities	16	46	68312	94	0	98	481	477	493	0	5	7	54	41	21	46	51	62	0	3	10
Limited English Proficient Students	--	--	12556	--	--	100	--	--	436	--	--	24	--	--	40	--	--	35	--	--	1
Migrant Students	--	--	125	--	--	NA	--	--	457	--	--	22	--	--	40	--	--	38	--	--	0
Economically Disadvantaged	NC	26	38662	NC	0	96	NC	475	468	NC	13	16	NC	26	32	NC	57	49	NC	4	3
Non-Economically Disadvantaged	13	29	40315	100	0	100	483	477	498	0	4	5	36	40	15	64	56	66	0	0	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	20	55	78750	100	100	99	505	488	500	0	2	6	35	48	29	65	50	63	0	0	2
All Students (Prior Year)	15	60	75673	94	100	100	473	453	530	13	29	12	53	43	25	33	28	58	0	0	4
Female	NC	22	38586	NC	100	99	NC	504	515	NC	0	4	NC	39	22	NC	61	71	NC	0	3
Male	14	33	40135	100	97	99	492	478	486	0	3	8	50	53	35	50	43	56	0	0	1
African American	NC	10	4081	NC	100	99	NC	482	488	NC	0	8	NC	57	32	NC	43	59	NC	0	2
Hispanic	NC	22	31841	NC	100	99	NC	486	483	NC	5	8	NC	40	36	NC	55	55	NC	0	1
Asian/Pacific Islander	NC	NC	1802	NC	NC	98	NC	NC	533	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4586	NC	NC	100	NC	NC	481	NC	NC	8	NC	NC	37	NC	NC	54	NC	NC	1
White	NC	18	36440	NC	100	99	NC	493	516	NC	0	3	NC	56	22	NC	44	71	NC	0	4
Students with Disabilities	NC	NC	10622	NC	NC	100	NC	NC	415	NC	NC	21	NC	NC	50	NC	NC	28	NC	NC	1
Students without Disabilities	16	46	68196	94	98	98	502	488	513	0	3	3	38	46	25	62	51	69	0	0	3
Limited English Proficient Students	--	--	12504	--	--	100	--	--	451	--	--	12	--	--	44	--	--	43	--	--	1
Migrant Students	--	--	126	--	--	NA	--	--	464	--	--	14	--	--	44	--	--	41	--	--	0
Economically Disadvantaged	NC	26	38558	NC	100	96	NC	499	485	NC	0	8	NC	48	37	NC	52	54	NC	0	1
Non-Economically Disadvantaged	13	29	40260	100	100	100	507	477	514	0	4	3	27	48	21	73	48	72	0	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	56	78250	92	95	99	554	548	548	22	22	21	33	16	18	22	55	48	22	6	13
All Students (Prior Year)	NC	43	75001	NC	98	99	NC	449	468	NC	55	37	NC	25	36	NC	15	16	NC	5	10
Female	NC	31	38071	NC	97	99	NC	554	549	NC	15	20	NC	19	19	NC	59	49	NC	7	12
Male	NC	25	40126	NC	93	99	NC	541	547	NC	32	23	NC	14	17	NC	50	46	NC	5	14
African American	--	NC	4058	--	NC	99	--	NC	523	--	NC	32	--	NC	22	--	NC	41	--	NC	5
Hispanic	NC	29	29129	NC	100	99	NC	547	527	NC	24	32	NC	12	23	NC	60	40	NC	4	6
Asian/Pacific Islander	--	--	1747	--	--	100	--	--	589	--	--	9	--	--	9	--	--	50	--	--	32
American Indian/Alaskan Native	--	NC	4996	--	NC	100	--	NC	518	--	NC	36	--	NC	25	--	NC	36	--	NC	4
White	NC	23	38320	NC	85	99	NC	552	568	NC	15	12	NC	25	14	NC	50	55	NC	10	19
Students with Disabilities	NC	NC	9329	NC	NC	100	NC	NC	454	NC	NC	64	NC	NC	18	NC	NC	16	NC	NC	2
Students without Disabilities	10	49	68996	83	92	99	560	557	561	25	16	16	25	16	18	25	61	52	25	7	14
Limited English Proficient Students	--	--	10133	--	--	100	--	--	488	--	--	45	--	--	25	--	--	28	--	--	2
Migrant Students	--	--	83	--	--	NA	--	--	520	--	--	39	--	--	28	--	--	30	--	--	4
Economically Disadvantaged	NC	30	33388	NC	91	94	NC	552	530	NC	13	32	NC	13	22	NC	74	40	NC	0	5
Non-Economically Disadvantaged	NC	26	44937	NC	100	100	NC	545	561	NC	31	13	NC	19	15	NC	38	54	NC	12	18

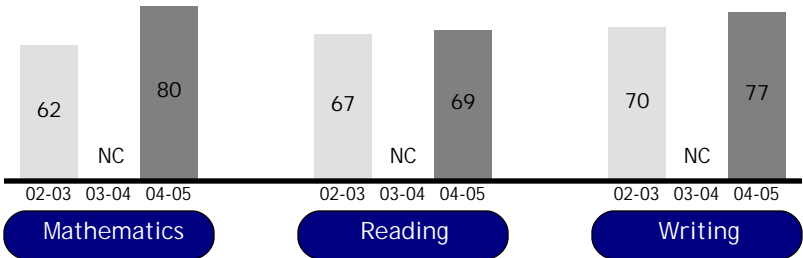
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	56	78302	92	0	99	510	520	512	11	8	11	44	20	25	33	67	57	11	4	7
All Students (Prior Year)	NC	42	74918	NC	95	99	NC	470	497	NC	51	32	NC	18	19	NC	23	35	NC	8	15
Female	NC	31	38082	NC	0	99	NC	530	518	NC	7	8	NC	11	24	NC	74	61	NC	7	7
Male	NC	25	40166	NC	0	99	NC	507	507	NC	9	14	NC	32	26	NC	59	54	NC	0	6
African American	--	NC	4064	--	NC	100	--	NC	498	--	NC	14	--	NC	29	--	NC	54	--	NC	3
Hispanic	NC	29	29152	NC	0	99	NC	512	492	NC	12	17	NC	28	34	NC	56	46	NC	4	2
Asian/Pacific Islander	--	--	1746	--	--	100	--	--	542	--	--	5	--	--	13	--	--	66	--	--	16
American Indian/Alaskan Native	--	NC	4993	--	NC	100	--	NC	484	--	NC	19	--	NC	38	--	NC	42	--	NC	1
White	NC	23	38347	NC	0	99	NC	530	531	NC	5	5	NC	10	17	NC	80	68	NC	5	10
Students with Disabilities	NC	NC	9353	NC	NC	100	NC	NC	429	NC	NC	40	NC	NC	38	NC	NC	22	NC	NC	1
Students without Disabilities	10	49	69024	83	0	99	516	526	524	13	7	7	38	14	23	38	75	62	13	5	7
Limited English Proficient Students	--	--	10140	--	--	100	--	--	451	--	--	28	--	--	43	--	--	29	--	--	1
Migrant Students	--	--	83	--	--	NA	--	--	480	--	--	29	--	--	36	--	--	35	--	--	0
Economically Disadvantaged	NC	30	33398	NC	0	94	NC	519	495	NC	4	18	NC	13	35	NC	83	46	NC	0	2
Non-Economically Disadvantaged	NC	26	44979	NC	0	100	NC	520	525	NC	12	6	NC	27	18	NC	54	66	NC	8	10

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	12	57	78094	92	97	99	550	555	545	0	0	3	22	20	18	78	80	77	0	0	2
All Students (Prior Year)	NC	41	74503	NC	93	99	NC	436	491	NC	21	9	NC	46	32	NC	33	51	NC	0	8
Female	NC	32	38025	NC	100	99	NC	572	558	NC	0	2	NC	11	13	NC	89	82	NC	0	2
Male	NC	25	40013	NC	93	99	NC	533	534	NC	0	5	NC	32	23	NC	68	71	NC	0	1
African American	--	NC	4037	--	NC	99	--	NC	532	--	NC	4	--	NC	22	--	NC	73	--	NC	1
Hispanic	NC	28	29068	NC	100	99	NC	549	523	NC	0	5	NC	25	27	NC	75	67	NC	0	1
Asian/Pacific Islander	--	--	1743	--	--	100	--	--	577	--	--	2	--	--	9	--	--	82	--	--	8
American Indian/Alaskan Native	--	NC	4981	--	NC	100	--	NC	526	--	NC	4	--	NC	25	--	NC	70	--	NC	0
White	NC	25	38265	NC	93	99	NC	558	564	NC	0	2	NC	14	11	NC	86	84	NC	0	3
Students with Disabilities	NC	NC	9275	NC	NC	100	NC	NC	444	NC	NC	14	NC	NC	46	NC	NC	39	NC	NC	1
Students without Disabilities	10	50	68892	83	94	98	550	559	559	0	0	2	25	18	14	75	82	82	0	0	2
Limited English Proficient Students	--	--	10084	--	--	100	--	--	474	--	--	10	--	--	39	--	--	50	--	--	1
Migrant Students	--	--	81	--	--	NA	--	--	504	--	--	12	--	--	27	--	--	60	--	--	0
Economically Disadvantaged	NC	32	33296	NC	97	94	NC	555	527	NC	0	5	NC	21	27	NC	79	67	NC	0	0
Non-Economically Disadvantaged	NC	25	44871	NC	96	100	NC	554	559	NC	0	2	NC	20	12	NC	80	84	NC	0	3

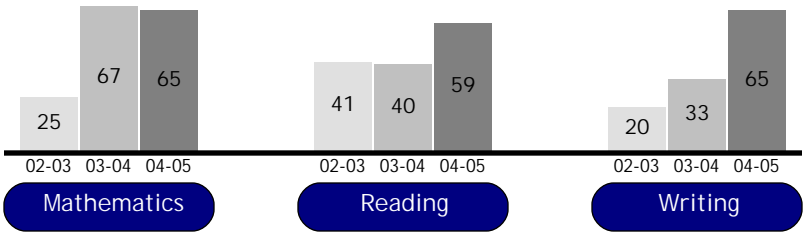
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

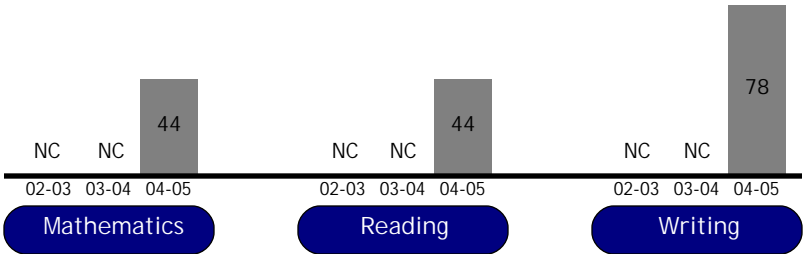
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	100	37	31	50	93	65	NA	58	100	58	52	47
	Language	100	28	22	43	100	61	39	50	100	58	50	47
	Mathematics	100	56	37	57	96	74	53	64	100	56	50	50
3	Reading	100	51	40	47	NC	NC	NA	55	97	45	44	44
	Language	100	56	45	54	NC	NC	38	61	97	54	48	44
	Mathematics	100	57	45	54	NC	NC	44	61	97	52	46	51
4	Reading	100	61	43	52	100	58	NA	56	100	49	43	48
	Language	100	58	41	48	100	54	48	52	100	54	45	49
	Mathematics	100	70	46	57	100	71	53	61	100	54	39	53
5	Reading	100	41	44	50	88	59	NA	55	100	50	47	50
	Language	100	42	36	46	88	44	33	49	100	52	42	50
	Mathematics	100	48	41	57	88	61	42	63	100	56	41	49
6	Reading	NC	NC	47	53	NC	NC	NA	56	100	41	45	51
	Language	NC	NC	37	45	100	37	32	48	100	37	42	47
	Mathematics	NC	NC	53	62	100	57	44	66	100	36	43	52
7	Reading	NC	NC	46	51	NC	NC	NA	54	100	54	46	50
	Language	NC	NC	43	54	NC	NC	52	58	100	49	47	52
	Mathematics	NC	NC	53	58	NC	NC	52	62	100	44	39	50
8	Reading	NC	NC	53	53	NC	NC	NA	55	92	48	53	51
	Language	NC	NC	44	49	NC	NC	36	52	92	41	51	50
	Mathematics	NC	NC	52	58	NC	NC	55	61	92	49	54	53

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

Council Duties

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	10.00
Other Professional Staff	.00	Teacher Aide	3.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	0	0	0	0
4 to 6 years	4	0	0	0
7 to 9 years	0	0	0	0
10 or more years	0	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	9
Teachers with Emergency Certificaton.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	22%

Resources Available at School Site

Special Facilities

Ü Community Learning Laboratories	Ü Multipurpose Lab areas
Ü Computer Laboratory	Ü Multimedia/Technology centers

Extracurricular Activities

Ü Festivals of the Arts	Ü Quest Clubs
Ü Odyssey of the Mind	Ü National Spelling Bee
Ü Community Events Participation	Ü Tutoring Program
Ü Math Counts	Ü Current Events Challenge

Social Services

Ü Excel
Ü Recreational Park Facilities
Ü Before/After School Clubs

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü AmeriSchools Academy students set and achieved both quarterly and yearly academic goals, according to abilities, with a 90% success rate.
- ü Academic achievement awards are given on a quarterly basis. High honors are given for students who earn Honor Roll all 4 quarters. Improvement and effort are rewarded in school-wide assemblies.
- ü Students participated in many activities to improve and aide our community. Students donated over \$1,000 to the Lukemia Society. Three food drives were held and contributed to the Community Food Bank for families during the holidays.
- ü AmeriSchools Academy maintained no less than a 90% student attendance rate. Awards are given for perfect attendance monthly/quarterly/yearly. 100 days of perfect attendance receives a monetary reward.

Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	100	95	94	95
Transfers Out Rates ⁵	10	12	12	17
Transfers In Rate ⁶	20	28	28	37
Stability Rate ⁷	89	87	87	82
Promotion Rate ⁸	94	96	95	81
Retention Rate ⁹	5	1	1	3
Dropout Rate ¹⁰	0	0	1	6
Status Unknown ¹¹	0	0	1	4
Graduation Rate ¹²	NA	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

AmeriSchools Academy maintains a zero-tolerance policy on fighting, threats, drugs and weapons. Disaster and emergency procedures are well established and practiced. The Academy consistently teaches good citizenship and character education. Students and staff members work continuously to ensure a safe and welcoming learning environment that enriches the lives of all involved.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

1

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

Name		Phone Number
School Site Council		
Transportation Policy		
Community Resources	Dea Bermudez	(928) 329-1100
School Nutrition Programs		
Parent Organization	Parent-Teacher-Student-Organization	(928) 329-1100
Student Health/Nurse	Celeste Buckelew	(928) 329-1100

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** Due to booklet size printing, print copies are produced in multiples of 4.